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ABSTRACT

Ideas, materials, and references about racial and ethnic groups for a history course are furnished in this supplement. The material is divided into sections that correspond to the units of a regular eighth grade course of study so that teachers may include important ideas about minorities and their activities in American history while developing each total unit at the same time. Suggestions for teaching about the roles of Negro, Chinese, Japanese, Mexican, Puerto Rican, and Indian Americans in American life are presented. An overview lists the unit topics and identifies pages in the supplement where they are treated. Each of eleven units in the course, covering United States history from the colonial period to the present, is outlined by topic and accompanied by corresponding suggestions of reading materials for students. A short list of student and teacher activities concludes the suggested materials for each unit. An appendix contains a playlet, sample lessons on major topics, an example of a handout, a list of famous Negroes, and a bibliography. (Author/KSM)

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Resource Supplement For United States History

Grade 8

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Grade 8

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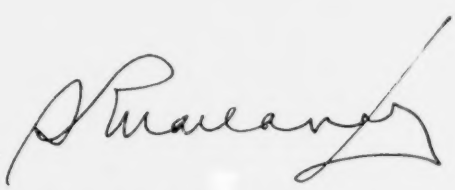
PREFACE

This publication is a part of the evolving design for teaching and learning that the professional staff of the Pittsburgh Public Schools is creating. In many fields we have been heavily assisted in this work by the direct involvement of our neighboring university scholars, and by the substantial investment of local and national foundation funds.

The curriculum is the central skeleton upon which the teacher builds the arrangements for learning. It gives constancy and structure to the educational process, never inhibiting or containing the freedom of the teacher to teach creatively within its framework.

Curriculum development in a good school system never stops. As our society changes, and as our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum respond. It is in this spirit that this document has been thoughtfully and conscientiously developed by our colleagues, for the good of all children and teachers in Pittsburgh. It represents the legal authority of the people through the Board of Education, in declaring what children should learn, and it represents the best judgment of our faculty in declaring the processes through which these ends are achieved.

But no curriculum guide, no matter how close to perfection it may aspire, is of any value until it is wholly possessed by all the teachers who come within its scope. Accordingly, I commend this guide to all teachers concerned, and ask that you make it a product of your own individual commitment, and contribute to its continued improvement over the years.



Superintendent of Schools

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FOREWORD

The history of the United States is a history of all Americans, not alone a history of the achievements and values of the numerically predominant descendants of Europeans. The present supplement sets forth suggestions for teaching about the roles of Negro, Chinese, Japanese, Mexican, Puerto Rican, and Indian Americans in American life. It furnishes ideas, materials, and references about racial and ethnic groups that traditionally have been omitted, and/or inadequately or incorrectly presented in history courses. Especially must teachers and students realize that the Negro has been a part of American life from the earliest colonial days.

The material in this resource supplement is divided into blocks that correspond to the units of the regular eighth-grade course of study so that teachers may include important ideas about minorities and their activities in American history at the same time that they are developing each total unit. The reference materials listed in the bibliography and beside each major topic may be obtained in the school libraries or through the Schools Department of Carnegie Library. Included here are some sample lessons on major topics, a sample of a playlet, an example of a handout, suggested activities, and lists of famous Negroes.

The teachers' attention is directed to a book, *The American Negro*, by Dr. Lulamae Clemons, Dr. Erwin Hollitz, and Dr. Gordon Gardner, forty of which will be supplied to each eighth-grade teacher. Since some students are likely to have reading difficulty, it is suggested that the teacher work with the vocabulary found in *The American Negro* in order to help students proceed at their own rate.

It is hoped that this supplement to the course of study in United States History, Grade 8, will make future students more understanding and

more appreciative of Americans whose past and present contributions have so sorely needed to be identified and acknowledged.

OVERVIEW

Supplementary Text: Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*. New York, McGraw-Hill Book Company, 1965.

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	B. Slavery as an entrenched pattern in King Cotton South	
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	B. Negro reaction to intensified white supremacy and to varied conditions of the industrialized North	
	C. Prominence of Negro businessmen and inventors	59-60
VIII.	The Nation Takes a Part in World Affairs, 1865-1930	
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	B. The Negro in Diplomacy	
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	A. Severe unemployment and hardships for Negroes in the Great Depression	

Units	*Topics*	*References*
	B. New Deal measures most beneficial to Negroes	
	C. The end of segregation in the military and in defense industries	53-55, 90-92
	D. Special hope for Negroes because of the United Nations	
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	A. Expanding Civil Rights measures	19-21, 24-25
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	D. Federal government's forceful role in the Civil Rights struggle	125-136
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	A. Appearance on the American scene	
	B. Indignities	
	C. Contributions	
	D. Trends	

UNIT I. EUROPEANS COLONIZE THE AMERICAS, 1450-1763

I. Negro roles in early America

References

A. Free, slave, and indentured Negroes on the Spanish, French, Dutch, Portuguese, and British expeditions to the New World

Sloan, I. J., *The American Negro, A Chronology and Fact Book*, 1-2

Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro in America, 1619-1962*, 30-37

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 58-61

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 1

1. With Pizarro in Peru
2. With Cortes in Mexico
3. With Balboa on discovery of the Pacific Ocean
4. With De Ayllon in Florida
5. With Coronado in New Mexico
6. With Cartier and Champlain in North America
7. With the Jesuits in Canada and in the Mississippi Valley
8. With the French in Louisiana

B. Negro explorers

1. Estevanico ("Little Stephen") in New Mexico and Arizona
2. Jean Baptiste Pointe de Sable in Chicago
3. Nuflio de Olan with Balboa

C. English, Negro, Scotch, Irish, and German indentured servants in the New World

Sloan, I. J., *The American Negro, A Chronology and Fact Book*, 2

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 1-2

Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro in America, 1619-1962*, 30-37

D. A basis of equality for Negroes upon completion of indentureship between 1625-1660 (voted, testified in court, accumulated land, and mingled freely with other people)

Dictionary of American History, Volume III, ed. by J. T. Adams, 85

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 82-83

E. A Negro slave labor force in the New World	Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 85-86
1. Rise of Negro enslavement due, in part, to failure of making Indians effective slaves	Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 3-4
2. In parts of Latin America--mining and agriculture	
3. In West Indies--sugar	Frazier, E. F., *The Negro in the United States*, 22-43
4. In Southern colonies--tobacco, cotton, rice, indigo	
	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 2-3
	Sloan, I. J., *The American Negro, A Chronology and Fact Book*, 2
II. The plantation system in the British North American colonies	Frazier, E. F., *The Negro in the United States*, 44-58
A. Description, development of plantation system	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 3-7, 12-13
B. Causes for growth	
C. Change from use of indentured servants to slaves	
D. Life on a plantation for Negro slaves	
III. Free Negroes--in 1790, more than 59,000 free Negroes in the United States, with more than half in the South: farmers, artisans, mechanics, laborers, seafaring men, hatters, shopkeepers, traders, waiters, cooks, hairdressers, domestic servants, and musicians	Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 112-120, 243
	Bardolph, Richard, *The Negro Vanguard*, 20-22, 24-26

Suggested Activities

Pupils

1. On desk outline maps, trace the routes of explorers. Use *The American Negro*, pages 1-3, and wall maps.

2. Report on Estevanico ("Little Stephen") and Jean Baptiste Pointe de Sable.

3. Compose a short story on the liberation of an indentured servant (Negro, Scotch, Irish, English, or German).

4. Participate in a class discussion on the "Alternatives to Slave Labor in the English Colonies."

5. Read pages 3-7 in *The American Negro* to acquire background information for a discussion on plantation life.

6. Draw a pictorial representation of a plantation which shows a colonial mansion, the slave quarters, the uses of the land, the baling house, wharf, and stables.

7. List the advantages and disadvantages of the plantation system.

8. Read pages 12-13 in *The American Negro* to get background information on the free Negro in preparation for a discussion on his problems and his occupations. The careers of James Derham, the physician, and Benjamin Banneker, the mathematician, may serve as examples.

9. On a chart, employ these categories to describe the life of a slave:

Discipline	Possessions	Home	Work	Religion
Dress	Food	Social Events	Music	The Codes

Teachers

1. Read "The Origin of Slavery" as found in *The Negro in America* by Larry Cuban, pages 13-15.

2. A Handout on Free Negroes

In English America, from 1619 Negroes were either indentured servants, slaves, or free men. In the 1630s, in Virginia, after Negro indentured servants served their period of obligation, they were assigned land and enjoyed rights and liberties which were then available to the free laboring classes. They could then become free Negroes, and so could their children. The additional increase in the free Negro population came through children of free Negroes and Indians; through manumitted Negro slaves who were rewarded for heroic public or war service; through mulatto children born of a free Negro mother and a white father. By 1790 Pennsylvania had manumitted most of its slaves; by 1860 Maryland had 83,942 free Negroes and 87,189 slaves.

In Florida, where Seminoles and Negroes intermarried, Seminole Indian fathers went to war to keep their offspring from becoming slaves.

The free Negro faced many serious problems. In Northern cities, he was in competition with white workmen. He could be a cigarmaker, carpenter, shoemaker, clerk, teacher, harness maker, tailor. His wife could be a seamstress or a laundress. In the rural South, he could sometimes be the farm laborer or even the private farm owner.

However, the free Negroes' capture and return to slavery, especially in the South, were a constant possibility. His status as a free Negro was often disregarded.

Again, in the South, his educational opportunities were poor; he had a better educational chance in the North. Often Quaker schools were open to him. In Charleston and in New Orleans, free Negroes sent their children to France to be educated or supported a school at home especially for their offspring.

The free Negro made the greatest progress in building a religious leadership and in gaining organized strength against the bitterness of reality. His churches became the center of his social life. From here came the leaders, such as Absalom Jones, rector of St. Thomas Episcopal Church, and Richard Allen of the Bethel Methodist Church, both of which were located in Philadelphia Pennsylvania. These men and others who followed assembled in conventions throughout the very late 1700s and early 1800s to petition for better educational and economic opportunities for free Negroes. By 1847 they joined forces with white abolitionists to raise their combined voices against slavery. Frederick Douglass was their outstanding orator.

From the American Revolutionary times to the outbreak of the Civil War, the free Negroes increased their ranks, moved into states close to Canada, settled in the West, drifted to the North, and crowded into the cities.

UNIT II. THIRTEEN ENGLISH COLONIES WIN INDEPENDENCE, 1763-1783

I. A turning point toward slaves and slavery in some areas

A. 1755, the Quakers' position against the importation of slaves

B. Natural rights philosophy vs. slavery

C. Thomas Jefferson's call for the end of all slave trade and slavery in North America (in 1776 he protested because the king did not stop the slave trade)

D. Stoppage of the slave trade in some states and manumission acts in Pennsylvania, Connecticut, New York, Rhode Island, and New Jersey from 1780-1784

E. Slavery forbidden in the Northwest Territory by the Ordinance of 1787

II. Negro participation in the War for Independence (on both English and American sides)

A. 5,000 Negroes out of 300,000 total American troops

1. Crispus Attucks
2. Salem Poor (Poore)
3. Peter Salem
4. Austin Dabney
5. Lemuel Haynes
6. Tack Sisson
7. Deborah Gannett

B. The escape of 100,000 Negroes from slavery

References

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 96-99, 120-128, 204-206

Encyclopedia of American History, ed. by R. B. Morris, 513-514

Dictionary of American Biography, Volume XVI, ed. by Dumas Malone (John Rutledge), 258-260

Dumond, D. L., *Antislavery Crusade for Freedom in America*, 27-28

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 203

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 83-86

Bardolph, Richard, *The Negro Vanguard*, 24

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 121, 128, 157-158

Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro, 1619-1962*, 63-66, 69

Suggested Activities

Pupils

1. Report on individual Negro patriots or on early Quakers who opposed slavery (Francis Daniel Pastorious).

2. Participate in a debate which assumes the line of argument which existed between John Rutledge (a Southern patriot) and Alexander Hamilton: Resolved that "Negro slaves should be free in accordance with the ideas set forth in the Declaration of Independence."

Teachers

1. Explain the philosophy of natural rights as found in the writings of Rousseau, Montesquieu, and Locke. Show how this philosophy became incorporated in the Declaration of Independence.

2. Read to the class some excerpts from the article in the *Encyclopedia of American History*, ed. by R. B. Morris, 513, which deals with the manumission movement from 1775-1790. Discuss the manumission movements and manumission societies with the class.

UNIT III. AMERICANS BECOME A NATION, 1783-1823

I. Government leaders' concern with economic and political stability

A. Compromises

1. The count of slaves (three-fifths of slaves counted as population for basis of representation)
2. Article I, Section 9, slave trade only until 1808

B. Growth of banks, corporations, insurance companies, canals, and turnpikes after 1790; "King Cotton"

C. Powerful pro-slavery interests awakened at this time

II. Development of slavery in the cotton-growing South due to technological changes in the United States and England

III. Contributions by intellectual Negroes in early United States

A. Phyllis Wheatley

B. Benjamin Banneker

C. Prince Hall

D. Jupiter Hammon

E. Gustavus Vassa

References

Handlin, Oscar, *The Americans*, 180-186

Morgan, Forrest, *Connecticut as a Colony*, Volume II, 267-268

McMaster, J. B., *A History of the United States*, Volume VI, 69-70

The American Negro Reference Book, ed. by J. P. Davis, 25-28

Redding, J. S., *They Came in Chains*, 145

Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro, 1619-1962*, 135-137, 143

Frazier, E. F., *The Negro in the United States*, 493-494

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 73-80

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 134-140, 177-198

Bardolph, Richard, *The Negro Vanguard*, 26-27

IV. Unchanged status of Negroes, slave and free, in spite of the Bill of Rights (1791)

A. Uncertainty of full civil liberties to free Negroes

B. Elimination of three-fifths representation rule and establishment of full citizenship rights to Negroes by Thirteenth and Fifteenth amendments

Cuban, Larry, *The Negro in America*, 36-43

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 12-13

Quarles, Benjamin, *The Negro in the Making of America*, 86-95

Suggested Activities

Pupils

1. Compose a short story on "Who am I? Why am I remembered?" Use the names of intellectual Negro contributors.

2. List the technological changes in the North and in England which affected the South and tell how they affected slavery.

3. Use the playlet on the "Constitutional Convention and Slavery" (see Appendix, page 35).

4. Prepare to discuss in class how the various provisions in the Northwest Ordinance of 1787 aided the growth of democracy.

Teachers

Using *The Negro in America* by Larry Cuban, assign the following selections to be read aloud:

"Free Negroes before the Civil War," 36-37
"Some White Opinions of Free Negroes," 38-39
"Experiences of Free Negroes in the North," 39-43
"Some Negro Opinions of Free Negroes," 44-46

UNIT IV. CONCERN FOR HUMAN RIGHTS INCREASES, YET SLAVERY EXPANDS, 1823-1860

I. Abolition movement, a part of the whole Humanitarian trend

A. Negro leaders

1. Martin R. Delany
2. Henry Highland Garnet
3. William H. Day
4. Frederick Douglass
5. Samuel Cornish
6. Robert Purvis
7. William Wells Brown
8. James W. C. Pennington
9. Harriet Tubman
10. F. Ellen Watkins
11. William Cooper Nell

B. White leaders

1. Elijah P. Lovejoy
2. Wendell Phillips
3. Sarah and Angelina Grimke
4. William Lloyd Garrison
5. Louis and Arthur Tappan
6. Theodore Dwight Weld
7. James G. Birney
8. Harriet Beecher Stowe
9. John Greenleaf Whittier

References

Quarles, Benjamin, *The Negro in the Making of America*, 103-107

Encyclopedia of American History, ed. by R. B. Morris

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 8-13

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 206-328

Bardolph, Richard, *The Negro Vanguard*, 44-58

II. Insurrections against slavery

A. Gabriel Prosser (Gabriel's Revolt), 1800

The American Negro Reference Book, ed. by J. P. Davis, 33, 461

Detroit Board of Public Education, *The Struggle for Freedom and Rights*, 14

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 93

B. Denmark Vesey, 1822

The American Negro Reference Book, ed. by J. P. Davis, 33, 461

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 93-94, 141

Detroit Board of Public Education, *The Struggle for Freedom and Rights*, 14

C. Nat Turner (Turner Rebellion), 1831

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 11

The American Negro Reference Book, ed. by J. P. Davis, 31, 33, 865

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 94-95, 117, 141

Casner, Mabel B., Gabriel, Ralph H., Biller, Edward L., and Hartley, William H., *Story of the American Nation*, 309, 393-394

Detroit Board of Public Education, *The Struggle for Freedom and Rights*, 14

D. John Brown, 1859

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 11-12

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 236-239

Detroit Board of Public Education, *The Struggle for Freedom and Rights*, 27

III. Religious groups and leaders in the Humanitarian movement

Phillips, U. B., *American Negro Slavery*, 314-322, 418-423

A. Quakers, Methodists, Congregationalists, Baptists

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 149-156

1. Underground railroad
2. Schools for Negroes

Frazier, E. F., *The Negro in the United States*, 96, 345-347

Bardolph, Richard, *The Negro Vanguard*, 79-83

B. Many Negro ministers, leaders in the abolition movement

1. Henry Highland Garnet
2. James W. C. Pennington
3. Samuel Cornish

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 168-170

Frazier, E. F., *The Negro in the United States*, 496-497

IV. Higher education opportunities for Negroes

A. Avery College for Negroes in Pittsburgh, 1852

B. Ashman Institute (later Lincoln University) in Pennsylvania, 1854

C. Wilberforce College near Xenia, Ohio, 1856

D. John Russwurm, first Negro graduate from Bowdoin, 1826; publisher of first Negro newspaper, *Freedom's Journal*

E. Admission of Negroes to Oberlin College in 1830

Frazier, E. F., *The Negro in the United States*, 450-451, 418-420

Sloan, I. J., *The American Negro, A Chronology and Fact Book*, 12-14

Bardolph, Richard, *The Negro Vanguard*, 75-76

Suggested Activities

Pupils

1. Make cartoons or drawings which show phases of the underground railroad.

2. Write an essay in defense of the Southern position against the abolitionists or the Northern position in defense of the abolitionists.

3. Prepare a bulletin board display which shows both Negro and white leaders in the abolitionist movement.

4. Present a report on Avery College (Allegheny, Pittsburgh). Use Wickersham, J. P., *A History of Education in Pennsylvania*, page 416, as a reference.

5. Report on Negro insurrections and include information dealing with the location, personalities involved, causes and consequences.

UNIT V. TECHNOLOGY, BUSINESS ENTERPRISE, WESTWARD EXPANSION, AND INTERNAL IMPROVEMENTS SPUR ECONOMIC GROWTH, 1787-1860

I. Industrial East

A. Increased slavery in the South related to the growth of the manufacturing of cotton cloth

B. Free Negroes, not generally employed as were the immigrant factory and industrial labor workers

II. "King Cotton" South

A. Slave system, different economic pattern from the rest of the nation

B. The South, a region united politically, economically, and socially by slavery

III. Frontier West

A. Frontiersmen and miners

1. James P. Beckworth
2. Jacob Dodson
3. Saunders Jackson

B. Homesteaders

1. George W. Bush (Puget Sound)
2. Hiram Young (Independence, Missouri)

C. Movement westward by settlers holding respective sectional attitudes toward slavery

IV. Negro inventors' contributions in this period

A. Louis Temple (standard harpoon for whaling industry)

B. James Forten (device for handling sails)

References

Handlin, Oscar, *The Americans*, 209-212, 217-219

Ver Steeg, C. L., *The American People: Their History*, 258-262, 430-436

Quarles, Benjamin, *The Negro in the Making of America*, 92-94

Ver Steeg, C. L., *The American People: Their History*, 334-351

Quarles, Benjamin, *The Negro in the Making of America*, 66-67

Durham, Philip, and Jones, E. L., *The Negro Cowboys*, 5-7

Ver Steeg, C. L., *The American People: Their History*, 316-317, 321-324, 328-338

Sloan, I. J., *The American Negro, A Chronology and Fact Book*, 17

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 230

C. Henry T. Blair (patented corn harvester)

D. Herbert Rillieux (patented evaporating pan in sugar refining)

Suggested Activities

Pupils

1. Make a map showing westward expeditions. Be sure to include Beckworth, Bush, Negroes on the Fremont expedition and Pikes Peak gold rush.

2. Write a make-believe letter from a Negro settler in Oregon or Colorado in which he relates his experiences going west and becoming free.

3. Draw a time line showing the development of these inventions: the Colt revolver, the locomotive, the cotton gin, breech loading rifle, and Blair's corn harvester.

4. Make a chart of two columns. List the inventions of the era in one column and show the effects of the inventions upon people in the regional areas of the United States.

Teachers

For background information, read "Frederick Douglass Tells How the Slaves Lived," pages 29-30, in *The Negro in America* by Larry Cuban.

UNIT VI. SLAVERY SPLITS THE NATION; RECONSTRUCTION FAILS THE NEGRO, 1860-1877

I. Threat to Southern political power due to Republican triumph in 1860 election; nation at the brink of war

References

Frazier, E. F., *The Negro in Our History*, 103

Beard, C. A., and Beard, M. A., *Rise of American Civilization*, Volume II, 2

II. The Civil War

Encyclopedia of American History, ed. by R. B. Morris, 238-239

A. Emancipation Proclamation of January 1863

1. Support gained from people influenced by the abolitionists
2. European opinion influenced
3. Stimulated hope among Negro slaves; thousands flocked to Union armies

B. The Negro in the Civil War

Quarles, Benjamin, *Negro in the Making of America*, 121

1. 180,000 in the Army; 29,000 in the Navy; 40,000 Negro deaths; 21 Negro recipients of the Congressional Medal of Honor (Joachim Pease and John H. Lawson)
2. Negroes commissioned as officers in the Union Army
3. Escape of 100,000 slaves from plantations to headquarters around Washington: a Southern loss; Northern gain

Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro in America, 1619-1962*, 164

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 86

Quarles, Benjamin, *The Negro in the Civil War*, xii

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 361-367

III. Political, social, civil rights' effects resulting from the Reconstruction Period in the South

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 413-414, 433-436

A. Southerners

Quarles, Benjamin, *Negro in the Making of America*, 147-150

1. Solid South
2. Hatred and denial of Negro suffrage
3. Negro political leaders in postwar South

The American Negro Reference Book, ed. by J. P. Davis, 418-423

4. The "new industrial elite's" political and economic power
5. Disregard for law and legal procedures; use of violence and force; the rise of the Ku Klux Klan

Quarles, Benjamin, *Negro in the Making of America*, 147-150

B. The Negroes

Redding, J. S., *They Came in Chains*, 176-194

1. Republicans
2. Loss of faith in local self-government
3. Looking to national government for protection
4. Laborers at the bottom of the scale in urban areas
5. Propertyless
6. Sharecroppers, sometimes share tenants
7. Intensively unemployed in urban areas
8. Shorn of political power

Quarles, Benjamin, *Negro in the Making of America*, 149-152

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 409-416

IV. Education for Negroes, a concern of many in the North and in the South, 1860-1900

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 455-458

A. Higher education supported by private funds

1. George Peabody
2. John D. Rockefeller
3. Andrew Carnegie
4. William Baldwin, Jr.
5. Robert C. Ogden

B. Negro educational institutions

Frazier, E. F., *The Negro in the United States*, 429, 452-456

1. Fisk
2. Atlanta
3. Tougaloo
4. Hampton
5. Shaw
6. Morehouse
7. Biddle
8. Tuskegee (Booker T. Washington)

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 29-30

Adams, R. L., *Great Negroes, Past and Present*, 110-111

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 488-489

C. Open door to Negro applicants in Northern colleges and universities; 34 Negro institutions of higher learning established

Frazier, E. F., *The Negro in the United States*, 429, 452-456

D. Education for Negro children

Frazier, E. F., *The Negro in the United States*, 421-422

1. Freedmen's Bureau, 1865-1870
   (a) 4,239 free schools for Negroes
   (b) 9,307 teachers
   (c) 247,333 pupils
2. Julius Rosenwald Fund*
   (a) 5,357 school buildings
   (b) 663,615 pupils

Frazier, E. F., *The Negro in the United States*, 429

"Julius Rosenwald," *Encyclopedia Americana* (1966 ed.), Volume 23, 697

3. Education in the new Southern constitutions

Franklin, J. H., *Reconstruction: After the Civil War*, 107-114

4. George Peabody Fund
   (a) $2,000,000 for public schools for Negroes
   (b) Some money for George Peabody College for teachers, Nashville, Tennessee

Frazier, E. F., *The Negro in the United States*, 429

"Peabody Education Fund," *Encyclopedia Americana* (1966 ed.), Volume 21, 439

5. Substantial support for education from Negroes themselves: between 1870 to 1899, $70 million in direct and indirect taxes collected for educational purposes
6. $15 million in tuition and fees paid by Negroes to educational institutions

E. Substandard educational provisions for Negro children in the South

Frazier, E. F., *The Negro in the United States*, 429-430

1. 1907-1908, ratio of money spent--$5.67 for white teachers' salaries; $1 for Negro teachers' salaries
2. 1929-1930, ratio of money spent--$6.46 for white teachers' salaries; $1 for Negro teachers' salaries

Suggested Activities

Pupils

1. Make a pictorial map of events of the Civil War period illustrating Negro participation in military actions: Fort Pillow, Tennessee; Fort Wagner, South Carolina; Mobile Bay, Alabama; Richmond, Virginia.

* The Julius Rosenwald Foundation (1917) dedicated $20 million to build rural schools for Negroes in the Southern states.

2. Read the description of the Thirteenth, Fourteenth, and Fifteenth amendments to the Constitution as found in *The American Negro* by Lulamae Clemons, Erwin Hollitz, and Gordon Gardner, pages 15, 17-18. Prepare to discuss how these amendments finally included the Negroes under the protection of the Bill of Rights.

3. Prepare a report on a famous Negro educator, a Negro educational institution, or private philanthropic funds which became available for Negro education.

Teachers

1. Use *Great Negroes, Past and Present* by R. L. Adams to show pictures and to give anecdotes about Negroes who served as Senators and Congressmen from the Southern states during the Reconstruction Period:

   Robert Smalls, State Senator and United States Congressman from South Carolina, 30-31
   John Mercer Langston, United States Congressman from Virginia, 32
   Blanche K. Bruce, United States Senator from Mississippi, 33
   Robert B. Elliott, United States Congressman from South Carolina, 34
   Richard H. Cain, United States Congressman from South Carolina, 35
   John R. Lynch, United States Congressman from Mississippi, 36
   Jefferson Long, United States Congressman from Georgia, 37
   Hiram Revels, United States Senator from Mississippi, 38

2. Have pupils hear the record, *Negro in American History*. (This record has been supplied to the schools by the Division of Instructional Services.)

3. Read John Hope Franklin's *Reconstruction: After the Civil War* for a balanced account of the 1865-1877 period.

UNIT VII. THE ECONOMY AND DEMOCRACY GROW, 1865-1917

I. Retrenchment of Negro political, social, and economic rights in the South

A. Poll taxes, complicated voting procedures, "grandfather clause," voting disqualifications for Negroes

B. Negro sharecropper and tenant farmer; lack of economic opportunities in factories of New South

C. Rise of racism and Jim Crowism; increase of lynchings; new emphasis on doctrine of white supremacy and Negro inferiority

1. Movement of anti-Negro feeling to North and West
2. Deep inroads by Ku Klux Klan
3. 3,000 lynchings between 1882-1900

D. *Plessy vs. Ferguson*

II. Cheap labor supply for Northern industrial plants and mines up to 1914 by Eastern and Southern European immigrants; no place in industry for Negroes until after the stoppage and restriction of immigrants after 1914

III. Urbanization of the Negro after 1910

A. From the agrarian, unskilled stage to the lowest rung of industrial unskilled laborers

1. Excluded from craft unions and skilled jobs
2. Remained in severe poverty, crowded ghettos, and in state of constant unemployment

References

Quarles, Benjamin, *Negro in the Making of America*, 134-147

Myrdal, Gunnar, *An American Dilemma*, Volume I, 282-303

Frazier, E. F., *The Negro in the United States*, 207-209

Frazier, E. F., *The Negro in the United States*, 123-168

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 22-24

Handlin, Oscar, *The Americans*, 271-273, 279-280, 282-284

Wittke, Carl, *We Who Built America*, 405-446

Hughes, Langston, and Meltzer, Milton, *A Pictorial History of the Negro in America*, 268

Frazier, E. F., *The Negro in the United States*, 229-245, 249-251, 267-269

B. Between 1877 and 1933 both major political parties, more or less, unconcerned about the economic, political, and social conditions of the Negro in the South and in the North	Myrdal, Gunnar, *An American Dilemma*, Volume I, 504 Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 489-491
1. 1,000,000 Negro farmers organized in Colored Farmers Alliance and Co-operative Union because of Populists' call for Negro political equality	*Encyclopedia of American History*, ed. by R. B. Morris, 262-263
2. South and West reaction to this: intensified white supremacy	Myrdal, Gunnar, *An American Dilemma*, Volume I, 452
IV. Negro reaction to retrenchment	Sloan, I. J., *The American Negro, A Chronology and Fact Book*, 28-31
A. Niagara Movement, 1905	
B. NAACP, 1909	Quarles, Benjamin, *Negro in the Making of America*, 174-175, 210
C. National Urban League, 1910	
D. Publications: *Boston Guardian*, 1901; *Chicago Defender*, 1905; *Crisis*, 1910	Frazier, E. F., *The Negro in the United States*, 523-531
V. Negro inventors	Adams, R. L., *Great Negroes, Past and Present*, 51-52
A. Granville T. Woods (patents for air brakes)	Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 303-305
B. Elijah McCoy (automatic machine lubricator)	
C. Jan E. Matzeliger (shoe laster)	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 59-60
D. Lewis Latimer (made drawings for Bell's telephone; Maxim gun; carbon filament for the Maxim electric lamp; worked in Edison's laboratory)	Archibald, H. A., *Negro History and Culture*, 36
E. John P. Parker (screw for tobacco presses and founder of Ripley Foundry and Machine Company)	Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 464
F. George Washington Carver (scientist, inventor, and educator)	Bardolph, Richard, *The Negro Vanguard*, 184-186 Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 389-390

VI. Rise of Negro small businessmen

A. Charles Clinton Spaulding (North Carolina Mutual Life Insurance Company)

B. Some Negro banks, grocery stores, drugstores, lumber mills, small construction businesses, beauty culture business (Sarah Spencer, Madam Walker, A. E. Malone)

Adams, R. L., *Great Negroes, Past and Present*, 56-57

Adams, R. L., *Great Negroes, Past and Present*, 74

Hughes, Langston, *Famous American Negroes*, 107-110

Myrdal, Gunnar, *An American Dilemma*, Volume I, 304-330

Frazier, E. F., *The Negro in the United States*, 391-413

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 459-461

Suggested Activities

Teachers

1. Have pupils participate in a word game using segregation, urbanization, discrimination, industrialization, ghetto, Jim Crow, Ku Klux Klan. Put the word on a card; then have a pupil leader give the first clue.

   Clue: I am a place with factories. What am I?
   Answer: Cities

2. Discuss the situation which confronted a Negro who attempted to register to vote and then was faced with a poll tax and grandfather clause.

3. Assign a report on the impact of the Supreme Court's decision in *Plessy vs. Ferguson*.

4. Initiate a syllogism game. The teacher writes the first and second statements. The students supply the third statement and test the validity and consistency of all three statements.

   Statement 1. No Negroes can graduate from college.
   2. George Washington Carver graduated from Iowa State College.
   3. Therefore .....

UNIT VIII. THE NATION TAKES A PART IN WORLD AFFAIRS, 1865-1930

	References
I. The Negro in national defense	
A. Negro units organized as part of the regular military establishment	*The American Negro Reference Book*, ed. by J. P. Davis, 614
1. 9th Cavalry, 1866 2. 10th Cavalry, 1866 3. 24th Infantry, 1869 4. 25th Infantry, 1869	*American Heritage*, Vol. XVIII, No. 2 (February 1967), 15
B. Negroes serve in the Spanish-American War	New York Board of Education, *The Negro in American History*, 88-89
	The American Negro Reference Book, ed. by J. P. Davis, 615
C. 350,000 Negroes in the armed forces in World War I	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 86
D. 200,000 Negroes served overseas in World War I, both as combat and noncombat troops	*The American Negro Reference Book*, ed. by J. P. Davis, 616-624
II. The Negro in diplomacy	*The American Negro Reference Book*, ed. by J. P. Davis, 664
A. Ebenezer D. Bassett, Minister Resident and Consul General in Haiti, 1869	
B. James M. Turner, Minister Resident and Consul General in Liberia, 1871	
C. Henry Highland Garnet, Minister Resident and Consul General in Liberia, 1882	
III. Harlem "Renaissance"	*The American Negro Reference Book*, ed. by J. P. Davis, 833-834, 840-841

UNIT IX. THE NATION SUFFERS DEPRESSION AND WAR, 1930-1945

	References
I. The Depression, as it affected the Negro	
A. The Negro, the first to be fired and the last to be hired	Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 607 Myrdal, Gunnar, *An American Dilemma*, Volume II, 754 Quarles, Benjamin, *The Negro in the Making of America*, 209
B. Unemployment	Quarles, Benjamin, *The Negro in the Making of America*, 209-210
1. By 1933 one of every four Negroes on relief 2. Negroes, 3,000,000 out of 18 million on relief	Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro in America, 1619-1962*, 299-300
C. Animosity toward Negroes because of competition for jobs	
D. Communist propaganda not effective with Negroes in spite of severe hardships	Quarles, Benjamin, *The Negro in the Making of America*, 205-207
II. The New Deal	Quarles, Benjamin, *The Negro in the Making of America*, 211
A. The Social Security Act of 1935, most significant New Deal measure for Negroes	
1. Old-age benefits to workers 2. Unemployment insurance 3. Aid to the blind and crippled 4. Aid to dependent mothers and children 5. Aid to destitute old people	
B. Low-cost housing activities	Quarles, Benjamin, *The Negro in the Making of America*, 209
1. Decrease in crowded conditions of Negro families 2. Better housing in more than twenty-five cities	

C. The Civilian Conservation Corps' Negro enrollment in May of 1935, 16,000

Quarles, Benjamin, *The Negro in the Making of America*, 209

D. Aid to Negro farmers

1. Bankhead-Jones Farm Tenant Act, 1937
2. Farm Security Administration rehabilitation loans

Quarles, Benjamin, *The Negro in the Making of America*, 211

E. Wagner Labor Relations Act, 1935

1. Steel, coal, iron, mine, electric, garment, and auto workers in industrial unions
2. 210,000 Negroes in industrial unions (C.I.O.) in 1940 membership

Quarles, Benjamin, *The Negro in the Making of America*, 212

III. World War II and the Negro

Quarles, Benjamin, *The Negro in the Making of America*, 215-228

A. Wartime focus on Negroes' place in the military and in industry

1. Uncertainty about Negro rights because of discrimination during and after World War I
2. Contradiction over discrimination at home and in the military and over the struggle against Nazi and Fascist racial superiority dogma

Myrdal, Gunnar, *An American Dilemma*, Volume II, 755, 1005-1006

Redding, J. S., *They Came in Chains*, 299

Quarles, Benjamin, *The Negro in the Making of America*, 215-228

Myrdal, Gunnar, *An American Dilemma*, Volume II, 755, 1005-1006

Woodson, C. G., and Wesley, C. H., *The Negro in Our History*, 627-637

Woodson, C. G., and Wesley, C. H., *Negro Makers of History*, 364

B. End of discrimination in defense industries, 1941

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 53-55

C. Beginning of integration of ground troops, 1945

Hughes, Langston, and Meltzer, Milton, *A Pictorial History of the Negro in America*, 293

D. 1,000,000 Negro men and women in uniform, including 6,000 officers

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 90-92

IV. The United Nations

Quarles, Benjamin, *The Negro in the Making of America*, 229

A. "All human beings are born free and equal in dignity and rights." (Universal Declaration of Human Rights)

B. Most prominent American Negro participants at formation of United Nations, June 1945

1. Ralph Bunche
2. Mary McLeod Bethune
3. W. E. B. DuBois

C. Charter provision of United Nations appealing to Negroes: "Respect for human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion."

Suggested Activities

Pupils

1. Write an essay which describes what the Negro gained through the New Deal measures.

2. In a written or oral report, contrast the treatment of Negroes in the military during World War I and World War II.

3. Prepare to discuss the effect of the United Nations' Universal Declaration of Human Rights upon Negroes.

4. Broadcast a "Huntley-Brinkley report" on President Truman's executive order for equal opportunity in the armed forces, and editorialize.

5. Interview grandparents about their experiences during the Great Depression. Report orally to the class.

UNIT X. AMERICANS DEAL WITH ECONOMIC GROWTH, THE WAR ON POVERTY, CIVIL RIGHTS, WORLD PROBLEMS, 1946-PRESENT

	References
I. Expanding civil rights	
A. Truman's Civil Rights Commission, 1946	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 24-25 Bardolph, Richard, *The Negro Vanguard*, 330-331 Quarles, Benjamin, *The Negro in the Making of America*, 234-235
B. Truman's executive order integrating armed forces, 1948	*The American Negro Reference Book*, ed. by J. P. Davis, 652
C. *Brown vs. The Board of Education*, 1954	*Reader's Digest Almanac 1966*, 165
1. A reversal of *Plessy vs. Ferguson* 2. An outlawing of racial discrimination in the public schools	Silberman, C. E., *Crisis in Black and White*, 285-289
D. Civil rights laws	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 19-21, 125-136
1. The Civil Rights Law, 1957 2. The Civil Rights Law, 1960 3. Initiation by Congress of the Twenty-Fourth Amendment, 1962 4. The Civil Rights Act, 1965	
II. Southern reaction and violence to progress in civil rights laws	Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro in America, 1619-1962*, 335-345
A. Resistance to civil rights laws	
1. Little Rock, Arkansas 2. Montgomery, Alabama 3. Oxford, Mississippi 4. Birmingham, Alabama 5. Philadelphia, Mississippi	
B. Renewed activities by the Ku Klux Klan	Handlin, Oscar, *Fire-Bell in the Night*, 36-41, 46-47
C. Token compliance toward integration in Southern schools	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 28-29
1. In Southern states, Negroes in school with whites, 1.18% 2. In border states, Negroes in school with whites, 54.8%	

D. Apathy of Southerners to acts of violence against Negroes	Quarles, Benjamin, *The Negro in the Making of America*, 239-243
III. In behalf of civil rights	Quarles, Benjamin, *The Negro in the Making of America*, 261
A. Protestants	
B. Catholics	Brink, W. J., and Harris, Louis, *The Negro Revolution in America*, 37-44, 118-119
C. Jewish organizations	
D. National Association for the Advancement of Colored People, Roy Wilkins	Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro in America, 1619-1962*, 313-317
E. National Urban League, Whitney M. Young	Handlin, Oscar, *Fire-Bell in the Night*, 11-14, 29-30, 34-35, 81-84
F. Student Nonviolent Coordinating Committee, James Forman, John Lewis, Stokely Carmichael	Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 111-117
G. Congress of Racial Equality, James Farmer, Floyd McKissick	
H. A.F.L.-C.I.O	
I. Conference of Federated Organizations	
J. Southern Christian Leadership Conference, the Rev. Dr. Martin Luther King	
IV. Nationalists	Lomax, L. E., *The Negro Revolt*, 167-176
A. Black Muslims, Elijah Muhammad	
B. Organization of Afro-American Unity, Malcolm X	*The American Negro Reference Book*, ed. by J. P. Davis, 477-479
V. Desperation	Shapiro, F. C., *Race Riots, New York, 1964*
	Brink, W. J., and Harris, Louis, *The Negro Revolution in America*
	Shogan, Robert, and Craig, Tom, *The Detroit Race Riot: A Study in Violence*

Lomax, L. E., *The Negro Revolt*

Kempton, Murray, "How Cops Behave in Harlem," *New Republic*, Volume 151, August 22, 1964, 7-8

A. Percent distribution of white and Negro employed by occupational fields, 1910-1960

Hiestand, D. L., *Economic Growth and Employment Opportunities for Minorities* in *The American Negro Reference Book*, ed. by J. P. Davis, 220

B. Income comparison of whites and nonwhites

The American Negro Reference Book, ed. by J. P. Davis, 356-357

C. Political (voting registration in Southern states in 1959 and 1964 indicates some slight improvements)

The American Negro Reference Book, ed. by J. P. Davis, 436

D. Social (stereotypes about Negroes, false and incriminating; permeate much of the white community; cause discrimination in housing and in educational opportunities)

Brink, W. J., and Harris, Louis, *The Negro Revolution in America*, 140-141

VI. Negro reaction regarding

Brink, W. J., and Harris, Louis, *The Negro Revoultion in America*, 136

A. Riots in Rochester, Philadelphia, New York City, Los Angeles, Chicago

B. Optimism (almost 75% of Negroes questioned replied that they thought white attitudes toward them would be better in the next five years)

VII. Federal Government's acts of intervention

Cuban, Larry, *The Negro in America*, 154

A. Federal troops in Little Rock, in University, Alabama

The American Negro Reference Book, ed. by J. P. Davis, 88, 431-457, 477-478, 494, 498

B. Nationalized Guard in Oxford, Mississippi

"Government Unlimited," *National Review*, Volume 17, August 24, 1965, 712-713

C. Department of Justice, Federal Bureau of Investigation, federal voting registrars

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*, 125-136

Suggested Activities

Teachers

1. Discuss with the class some of the economic and social problems of Negro urban migration. Use Brink, W. J., and Harris, Louis, *The Negro Revolution in America*, page 39, as a source for statistical information.

2. Conduct a Spelling and Definition Bee on such terms as nonviolence, boycott, civil disobedience, civil rights, freedom riders, sit-ins, picket, demonstration, registration, desegregation, and legal procedures.

3. Prepare with the class a three-question telephone interview where certain assigned students make personal calls to officers of civil rights organizations in order to get some indication of their goals.

4. Have pupils construct a time line of events which begins in 1946 with President Truman's Civil Rights Commission. Include Civil Rights Acts, *Brown vs. The Board of Education*, and some items since 1964 which are of importance.

UNIT XI. ORIENTAL, MEXICAN, PUERTO RICAN, INDIAN AMERICANS HAVE A PLACE IN AMERICAN HISTORY

I. Orientals

A. Their coming

1. Chinese to help build transcontinental railroads mid-nineteenth century; Japanese for agricultural labor in later nineteenth century
2. Chinese restricted from United States, 1882 onward
3. Japanese restricted from United States, 1907 onward
4. In 1952 the McCarran-Walter Act: removal of the ban against Oriental immigration and the establishment of a quota system for Orientals

B. Indignities

1. Lowest possible salary, menial tasks, crowded living conditions in urban areas, immigration restrictions
2. Outrages against Chinese persons, property, and places of business in Los Angeles in 1871 and 1877; state property laws against Japanese
3. Military evacuation in 1942 of 110,000 people of Japanese ancestry to detention camps

C. Recent trends

1. More college-trained Nisei entering fields appropriate to their training
2. By 1962 an increasing number of Chinese-Americans in a wide scope of managerial positions

D. Contributions

1. 442nd Regimental Combat Team and 100th Infantry Battalion made up of Nisei who distinguished themselves fighting in the Italian campaign during World War II
2. Contributions in the fields of science and the arts

<u>References</u>

Ritter, Ed, Ritter, Helen, and Spector, Stanley, *Our Oriental Americans*

Encyclopedia of American History, ed. by R. B. Morris

Handlin, Oscar, *The Americans*, 303-304

3. Judo clubs
4. Hawaii's first United States Senator, Daniel Inouye, a Nisei
5. Dr. Kiyo Tomiyasu, technical director of General Electric Company's Laser Laboratory
6. Chin Y. Lee, novelist
7. Lin Yutang, writer
8. Sessue Hayakawa, film actor

II. Mexican-Americans and Hispanoids

A. Their coming

1. Hispanoid families on the scene for centuries in what is now the Western United States
2. Liberal quota system for Mexican immigrants

Landes, Ruth, *Latin Americans of the Southwest*

The World Almanac 1965, ed. by Harry Hansen

B. Indignities

1. Segregation of Mexicans in schools, housing, jobs
2. During the Great Depression 65,000 Spanish-named families, many of them native Americans, taken from relief rolls and deported to Mexico
3. As agricultural workers: victims of unfair hiring and firing, of unsanitary living conditions, of prejudice

Handlin, Oscar, *The Americans*

Encyclopedia of American History, ed. by R. B. Morris

C. Trends

1. In spite of the cultural pattern of Mexican-Americans against the new generation moving into Americanized ways, many are involved in higher education and skilled jobs
2. G. I. Bill advantages for young Mexican-Americans

D. Contributions

1. Dennis Chavez, United States Senator from New Mexico
2. George Sanchez, professor at the University of Texas
3. Edward R. Roybal, United States Representative from California

4. Antonio Fernandez and Joseph Montoya, Hispano Congressmen
5. Don Leo Carillo and Anthony Quinn, actors
6. José Limon, dancer
7. Raymond L. Telles, Ambassador to Costa Rica
8. Carlos McCormick, political organizer for J. F. Kennedy
9. Pancho Gonzales, tennis star

III. Puerto Ricans

Senior, C. O., *Puerto Ricans: Strangers--Then Neighbors*

Handlin, Oscar, *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis*

Glazer, Nathan, *Beyond the Melting Pot*

Senior, Clarence, *Our Citizens from the Caribbean*

Puerto Rican Profiles, New York Curriculum Bulletin, No. 5, 1964-1965 Series

A. Their coming

1. United States citizenship for all Puerto Ricans in 1917
2. Shuttling Puerto Rican population; Puerto Ricans today number about 600,000 in New York City

B. Indignities

1. Deficiency in education, language barriers, and prejudice: factors that depress the economic, political, and social life of Puerto Ricans
2. Puerto Ricans subjected to high rents, slum housing, color barrier, other exploitations, as are Negroes

C. Trends

1. Family breakdown, a condition due to transition from rural to urban surroundings, shock of migration, low economic conditions
2. Puerto Ricans' hopeful outlook which emphasizes the group's potential for achievement more than the prejudice and discrimination it meets

D. Contributions

1. Horacio Rivero, Vice Chief of Naval Operations
2. José Ferrer, actor
3. Rita Moreno, actress
4. José Maria Sanroma, pianist
5. Graciela Rivera, opera singer
6. Roberto Clemente, baseball player
7. Orlando Cepeda, baseball player

IV. Indians in the United States

A. On the scene

1. About the time of Columbus, some 900,000 Indian inhabitants in what is now the United States
2. Census of 1880 numbered 250,000 Indians
3. Census of 1960 numbered 523,000 Indians

B. Indignities

1. Pushed from place to place until now the Indian has nowhere else to go
2. Portrayed as a skulking savage and in the very worst possible way in dime novels
3. Described as dirty, dishonest, untrustworthy, and irresponsible
4. Segregated and kept from assimilating into normal American life
5. United States relations with Indians, a chain of broken promises

a. Indian Removal Acts, 1823-25 (designated as permanent Indian country, lands west of Arkansas and Missouri and running through western Iowa, central Minnesota, and northwest Wisconsin)
b. Indian Removal Act, 1850 (moved from Kansas and Nebraska into Oklahoma; when Oklahoma became a state in 1907, Indian lands reduced)
c. Reservation policy of the United States after 1871
d. United States government's abrogation of treaties with the Indians

C. Trends

1. Citizen rights

a. In 1919 honorably discharged World War I soldiers and sailors granted full citizenship

American Peoples Encyclopedia, ed. by W. D. Scott, and F. J. Meine, Volume II, 11-043--11-050

Dictionary of American History, ed. by J. T. Adams, Volume III, 86-111

The Indian in America's Past, ed. by J. D. Forbes

Indians and Other Americans: Two Ways of Life Meet, ed. by H. E. Fey, and Darcy McNickle

Grant, Bruce, *American Indians Yesterday and Today*

"American Indians," *The World Book Encyclopedia*, Volume X, 126-127

b. Snyder Act, 1924: all Indians born in the United States given full citizenship

2. Attempts toward Indian betterment

a. Wheeler-Howard Act of 1934 ($10 million revolving fund for loans to Indian tribes, millions of acres of land repurchased to permit Indian farming, scholarship fund, certain civil service exemptions for Indians to work in Indian Bureau)
b. After 1934, strengthening of Bureau of Indian Affairs under the Secretary of Interior (more attention to economic development and relief for Indians, Indian credit organizations, Indian education, land program, forestry and fire protection, grazing, irrigation rights, encouragement of native culture)
c. House Concurrent Resolution 108, 1953 (the policy of Congress to make the Indians within the United States subject to the same laws and entitled to the same privileges and responsibilities as applicable to other citizens; to end their status as wards of the United States)

D. Contributions

1. From earliest history contributed to survival of European settlers
2. Place names: Mississippi, Allegheny, Ohio, Monongahela
3. Arts: jewelry, pottery, metalwork, blankets
4. Military contributions: Indian language as secret codes of World War II
5. Famous individuals

a. Jim Thorpe, athlete
b. Dr. Charles A. Eastman, Organizer of Indian Y.M.C.A.s
c. Dr. Carlos Montezuma, physician
d. Maria Tallchief, dancer
e. Harrison Begay, painter
f. Fred Kaboties, painter
g. Charles Curtis, Vice President of the United States

Suggested Activities

Pupils

1. Make a chart which indicates the numbers of Chinese, Japanese, Indian, Mexican, and Negro peoples within the borders of each state.

2. Read *Within Our Gates* by Mary B. McLellan and Albert V. De Bonis:

   "One Uses the Handkerchief" by Elinore Cowan Stone, 27-44
   "Which Races Are Best?" by G. H. Estabrooks, 209-217
   "On Discovering America" by Pearl Buck, 223-235
   "The Pleasures of Hate" by Will Irwin, 197-203

3. Write to the Department of Interior, Bureau of Indian Affairs, for information concerning recent improvements in Indian conditions.

   Address: Bureau of Indian Affairs
   Department of Interior
   Washington, D. C.

4. Report on Chinese and Japanese American contributors to the arts.

5. Debate: Resolved that "The Indians should be freed from the paternalism of the United States Government."

6. Help prepare a class exhibit of Indian objects by bringing to class various Indian objects. Explain to classmates where the material was obtained.

APPENDIX

Playlet on the Constitutional Convention and Slavery

Characters in Order of Appearance:

James Madison, representative from Virginia
Edmund Randolph, representative from Virginia
Roger Sherman, representative from Connecticut
David Brearley, representative from New Jersey
William Paterson, representative from New Jersey
John Rutledge, representative from South Carolina
Pierce Butler, representative from South Carolina
James Wilson, representative from Pennsylvania
Eldredge Gerry, representative from Massachusetts
Luther Martin, representative from Maryland

Setting: Philadelphia, a Day in June, 1787. Committee Room, Carpenter's Hall.

JAMES MADISON: Gentlemen, under discussion today is the question of representation. I recognize Mr. Randolph.

EDMUND RANDOLPH: I suggest that we have a legislature composed of two branches, the Senate and a House of Representatives. The members of the Senate should be elected by the House of Representatives. The members of the House of Representatives should be elected by the people. There are two different ways of deciding how many representatives each state should have. We could either have the number of representatives based on the amount of wealth a state has or on a state's population.

JAMES MADISON: I agree with Mr. Randolph that at least one branch of the legislature should be elected by the people. I also think it would be wise to use some method of determining how many representatives a state should have. Equal representation as it was under the Articles of Confederation should not be followed.

ROGER SHERMAN: It is important to make the states interested in the national government. To do this, why don't we have the members of the Senate elected by the state legislatures?

DAVID BREARLEY: I disagree with Mr. Randolph and Mr. Madison! I am sorry that the number of representatives a state should have has been questioned. If the number of representatives is determined by the amount of money given the national government, then the result will be to give the three

large states (Massachusetts, Virginia, and Pennsylvania) full power over the remaining ten states. I disagree with this completely.

WILLIAM PATERSON: I believe that Mr. Brearley is right. Wealth should not be a factor in deciding the number of representatives a state should have. This would be as senseless as giving a rich man more votes than a poor man.

ROGER SHERMAN: Let's have an equal number of Senators from each state and then use the number of free people in each as a basis for deciding how many representatives it should receive.

JOHN RUTLEDGE: I disagree with Mr. Paterson. I feel very strongly that the number of representatives should be determined by the wealth of each state.

PIERCE BUTLER: Mr. Rutledge has stated my idea. Money is power and, therefore, the states with more money should be given more power, and that means more representatives.

JAMES WILSON: Instead of using wealth to determine the number of representatives a state should receive, I move that the number of free people and three-fifths of all other people, excluding Indians not taxed, should be used in determining representation.

ELDREDGE GERRY: Property should not be considered as a basis for determining representation. Why should slaves count when horses and cattle do not?

JAMES MADISON: *(after polling the committee members):* I wish to inform the committee that Mr. Wilson's motion has passed with more than a majority.

LUTHER MARTIN: I rise to speak on another issue concerning slavery. If we allow the slave trade to continue, we are encouraging a practice which is totally inconsistent with the ideas of the revolution, and with our own religious heritage.

JOHN RUTLEDGE: Just because we are allowing the slave trade to continue does not mean that we are encouraging it. I would like to point out that religion and humanity have nothing to do with slavery. Economic interest is the dominant idea. After all, the North benefits from slavery since it is in their ships that slaves and the increased number of products produced by slaves are carried. The South needs the slaves; they are needed to work in the fields, in grist and cane mills. Without them, the South cannot survive.

To keep them, we can and must establish our own separate nation--apart from this union if necessary.

ROGER SHERMAN: Personally I disapprove of the slave trade. But at this time the public good does not require it to be forbidden. It is much more important to form a stronger union. It is more important to have as few objections as possible to the Constitution than it is to abolish the slave trade. In good time, maybe twenty years, the slave trade will be abolished from this nation. I suggest we move on as we still have much work to do.

JAMES MADISON: Next order of business for this committee is . . .

Negro Contributors from the Past

Name	*Identification*	*Unit*
Crispus Attucks	Seaman who was first to shed his blood in the American Revolution	II
Benjamin Banneker	Mathematician and scientist. First American to make a clock. Publisher of an almanac. Served on the commission that surveyed and planned Washington, D. C.	I, III
James P. Beckworth	Chief of Crow and explorer (Beckworth Pass named for him)	V
Henry T. Blair	Inventor (patented corn harvester)	V
William Wells Brown	Antislavery lecturer and writer. First American Negro to write and publish a novel: *Clotelle: or the President's Daughter*	IV
Blanche K. Bruce	United States Senator from Mississippi during the era of Reconstruction	VI
George W. Bush	Homesteader (Puget Sound)	V
Richard H. Cain	United States Congressman from South Carolina during Reconstruction Period	VI
Che-cho-ter ("Morning Dew")	Married Osceola, Seminole warrior	XI
Samuel Cornish	Minister and abolitionist journalist. Was a co-editor of the first Negro newspaper in the United States, *Freedom's Journal*	IV
Austin Dabney	American Revolutionary soldier	II
William H. Day	Abolitionist leader	IV
Martin R. Delany	Abolitionist crusader	IV
Nuflio de Olan	Explorer with Balboa	I
James Derham	Ex-slave who became physician in New Orleans after the Revolutionary War	I
Frederick Douglass	Abolitionist, editor, and orator	IV
Robert B. Elliott	United States Congressman from South Carolina during the era of Reconstruction	VI

Name	*Identification*	*Unit*
Estevanico ("Little Stephen")	Negro explorer in New Mexico and Arizona	I
James Forten	Inventor (device for handling sails)	V
Deborah Gannett	Served in the Massachusetts Revolutionary forces disguised as a man	II
Henry Highland Garnet	A Presbyterian minister and abolitionist. Was president of Avery College in Pittsburgh and represented the United States in Liberia in 1882	IV
Prince Hall	Revolutionary War veteran and founder of Negro Masons	III
Jupiter Hammon	A poet and writer of religious verse during the eighteenth century	III
Lemuel Haynes	Served as a minuteman during the Revolutionary War	II
John Horse	Seminole Negro chief	XI
John M. Langston	United States Congressman from Virginia during the Reconstruction era	VI
Lewis Latimer	Scientist and inventor (drawings for Bell Telephone, inventor of Maxim gun, worked in Edison's laboratory)	VII
John H. Lawson	Received the Congressional Medal of Honor in Civil War	VI
Jefferson Long	United States Congressman from Georgia during the Reconstruction era	VI
John R. Lynch	United States Congressman from Mississippi during the Reconstruction Period	VI
A. E. Malone	Operator of beauty culture business	VII
Jan E. Matzeliger	Invented a shoe-lasting machine that attached the soles to the upper part of the shoes	VII
Elijah McCoy	Inventor (automatic machine lubricator)	VII
William Cooper Nell	A Negro historian--author of *Colored Patriots of the American Revolution*	IV

Name	*Identification*	*Unit*
John P. Parker	Inventor (screw for tobacco presses; founder of the Ripley Foundry and Machine Company)	VII
Joachim Pease	Received Congressional Medal of Honor	VI
James W. C. Pennington	Minister and abolitionist crusader	IV
Jean Baptiste Pointe de Sable	Negro explorer in Chicago	I
Salem Poor	Revolutionary War veteran	II
Gabriel Prosser	Led the slave revolt, 1800	IV
Robert Purvis	Organized the American Antislavery Society	IV
Hiram Revels	One of two Negro Senators from Mississippi during the Reconstruction era	VI
Herbert Rillieux	Inventor (patented evaporating pan in sugar refining)	V
John Russwurm	First Negro to receive a degree from a college in the United States (Bowdoin College). Publisher of *Freedom's Journal*, first Negro newspaper in the United States	IV
Peter Salem	Bunker Hill hero who killed Major Pitcairn, a British officer	II
Tack Sisson	Soldier of the Revolution	II
Robert Smalls	State Senator and United States Congressman from South Carolina during Reconstruction	VI
Charles Clinton Spaulding	Founder of North Carolina Mutual Life Insurance Company	VII
Sarah Spencer	Operator of a beauty culture business	VII
Louis Temple	Inventor (standard harpoon for whaling industry)	V
Harriet Tubman	Abolitionist who helped free slaves through the underground railroad	IV

Name	*Identification*	*Unit*
Nat Turner	Leader of the Turner Rebellion, 1831	IV
Gustavus Vassa	Negro colonizer who sought to purchase slaves to return to Africa	III
Madam Walker	Operator of a beauty culture business	VII
F. E. Watkins	Worked with the underground railroad. The author of such poems as "The Slave Mother" and "The Freedom Bell"	IV
Phyllis Wheatley	Poetess of Revolutionary era commended by George Washington	III
Granville T. Woods	Inventor (patents for air brakes)	VII
Hiram Young	Homesteader (Independence, Missouri)	V

Some Prominent Twentieth Century Negroes

Name	*Identification*	*Unit*
Marian Anderson	Singer; first Negro in Metropolitan Opera	X
Louis ("Satchmo") Armstrong	Musician, orchestra leader	X
Pearl Bailey	Singer	X
James Baldwin	Writer of *Nobody Knows My Name* and *The Fire Next Time*	X
Richmond Barthe	Sculptor and artist	IX
Mary McLeod Bethune	Educator who established Bethune Cookman College	IX
Edward Brooke	Served as Attorney General of Massachusetts. Was elected United States Senator from Massachusetts in 1966	X
Gwendolyn Brooks	Poetess; first Negro to win the Pulitzer Prize	IX
Jimmy Brown	Football--gained more yards rushing than any other player in the N.F.L.	X
Judge Homer Brown	Judge, Common Pleas Court, Allegheny County, Pennsylvania	X
Ralph J. Bunche	Diplomat and United Nations mediator; won Nobel Peace Prize in 1950	IX
E. Simms Campbell	Cartoonist	X
Stokely Carmichael	Leader of Student Nonviolent Coordinating Committee; leader of the Black Power movement	X
George Washington Carver	Scientist, inventor, and educator	VII
Kenneth Clark	Co-author of *The Negro Student at Integrated Colleges*	X
Countee Cullen	Poet; won a Phi Beta Kappa key from Harvard	IX
Benjamin O. Davis, Sr.	First Negro to attain rank of general	X

Name	*Identification*	*Unit*
Benjamin O. Davis, Jr.	Lieutenant General of the United States Air Force. Holds highest rank ever attained by a Negro in the armed forces	X
Charles R. Drew	Medical research; pioneer in the development of blood plasma	IX
William E. B. DuBois	Historian and editor, founder of NAACP; first Negro Ph.d from Harvard	IX
Paul Laurence Dunbar	The "People's Poet"	IX
Katherine Dunham	Interpretive dancer	IX
Billy Eckstine	Vocalist	X
Duke Ellington	Pianist, composer, orchestra leader	X
James Farmer	Leader of Congress of Racial Equality	X
James Forman	Leader of Student Nonviolent Coordinating Committee	X
John Hope Franklin	Historian, University of Chicago	X
Errol Garner	Jazz pianist and composer	X
Marcus Garvey	Black Power leader in 1920s	VIII
Lloyd Hall	Food scientist	X
Lionel Hampton	Percussionist, orchestra leader	X
Lorraine Hansberry	Writer of *A Raisin in the Sun*	X
W. C. Handy	Musician, composer, known as "Father of the Blues"	IX
Roland Hayes	Opera singer	IX
Matthew Henson	Arctic explorer (accompanied Commander Robert E. Peary on his expedition to the North Pole)	VII
William A. Hinton	Medical researcher; professor at Harvard Medical School	X
Lena Horne	Singer	X
Langston Hughes	Poet	X

Name	*Identification*	*Unit*
LeRoy Irvis	Representative in the General Assembly of the Commonwealth of Pennsylvania	X
The Rev. Dr. Martin Luther King	Leader of Southern Christian Leadership Conference; led the civil rights movement, 1956-66; winner of the Nobel Peace Prize	X
Canada Lee	Actor	X
Henry Lewis	Conductor and musician	X
John Lewis	Leader of Student Nonviolent Coordinating Committee	X
Alain L. Locke	First Negro Rhodes scholar in America; philosopher	IX
Joe Louis	Boxer; heavyweight champion of the world	IX
Malcolm X	Former leader of Organization of Afro-American Unity	X
Thurgood Marshall	Civil rights lawyer; led the fight for school desegregation; serves as Solicitor General of the United States	X
Floyd McKissick	Leader of CORE	X
Willie Mays	Baseball player	X
Garret A. Morgan	Inventor of first electric stop-light signals	IX
Constance Baker Motley	Civil rights lawyer; borough president, New York City; first Negro lady federal judge	X
Elijah Muhammad	Leader of Black Muslims	X
Jesse Owens	Athlete; won three gold medals in the 1936 Olympics	IV
Satchel Paige	Baseball pitcher	IX, X
Gordon Parks	Cameraman	X
Sidney Poitier	Actor; won Oscar for Actor of the Year, 1965	X
Leontyne Price	Opera singer	X

Name	*Identification*	*Unit*
Jackie Robinson	Baseball; first Negro to play in the National League	X
Carl T. Rowan	Ambassador to Finland, later director United States Office of Information Services	X
Henry Ossawa Tanner	Painter of religious subjects: *Nicodemus and Daniel in the Lion's Den*	IX
Ethel Waters	Actress	IX
Robert C. Weaver	Cabinet head of Housing and Urban Development; first Negro to gain a cabinet position	X
John Edgar Wideman	1959 Peabody High School graduate, who became a Rhodes scholar	X
Roy Wilkins	Leader of NAACP	X
Bert Williams	A comedian's comedian	IX
Richard Wright	Author of *Native Son* and *Black Boy*	X
Whitney M. Young	Leader of National Urban League	X
W. P. Young	Former Secretary of Labor, Commonwealth of Pennsylvania	X

Sample Lesson 1: The Negro in the Revolution

Objectives

1. To gain knowledge of Negroes' contribution in the Revolutionary War

2. To gain an understanding of the dichotomy which existed in the Revolution: colonists fighting for independence while at the same time maintaining slavery

Introduction

List on the chalkboard the names and accomplishments of the following Negro patriots: Crispus Attucks, Salem Poor, Peter Salem, Austin Dabney, Lemuel Haynes, Tack Sisson, and Deborah Gannett. Call attention to each individually and suggest references for further information if students are interested in reporting.

Procedures

1. Define dichotomy.

2. What is the dichotomy in the Revolutionary spirit?

3. Review the names of famous Negroes (on the board) who supported Revolutionary activity. Why should they have given of themselves so freely when they were faced with their kinfolk as slaves?

4. Assign a six- to eight-line essay on "How much more would a Negro slave hope to gain by an American victory in the War for Independence than a free man?"

Summary

The teacher emphasizes once more the American Dilemma; that is, that men were willing to die for freedom yet were unwilling to grant the same freedom to fellow men held in bondage.

Sample Lesson 2: The Constitutional Convention and Slavery

Objectives

1. To explain the meaning of compromise

2. To teach how a compromise is reached

3. To provide an opportunity for increased skill in role playing

4. To develop the part that the three-fifths compromise and the slave trade compromise played in the formation of a strong United States

Introduction

The founding fathers wrote a constitution with the desire to form a stronger unit of government than they had under the Articles of Confederation. These men were not working in a vacuum. They had to arrive at several difficult compromises. Two of these concerned slavery: the three-fifths compromise and the slave trade compromise. The three-fifths compromise emerged as a result of the question: What should be the basis for determining representation in the House of Representatives? The North and the South as well as the small and the large states had different ideas concerning representation. These ideas were threshed out during the Philadelphia Convention. The slave trade compromise was achieved after a lively discussion between the representatives of the Northern and Southern states. It is suggested that these compromises be taught in Unit III immediately following the initial compromise of the Virginia and New Jersey plans.

Procedures

1. Work on a class-composed definition of compromise.

2. Pass out the playlet on the "Constitutional Convention and Slavery" and have the students read it silently.

3. Explain unfamiliar words.

4. Assign certain parts in the playlet to students. Present the playlet in class.

5. Have the class discuss the following questions:

   What is the three-fifths compromise?
   How was this a compromise?
   What is the relationship between this compromise and the compromise to end the slave trade?
   What do you think would have happened if the Constitutional Convention had been unable to arrive at either of these compromises?

Summary

1. Have a quick review of the important features of the three-fifths compromise and the slave trade compromise.

2. Discuss what states such as Virginia and South Carolina gained by the three-fifths compromise; what states such as Pennsylvania and Massachusetts gained by the slave trade compromise.

Sample Lesson 3: The Negro in the Reconstruction Period

Objectives

1. To emphasize the new political role and power of the Negro in Southern states

2. To explain the intense Southern reaction to the Reconstruction Negroes' power, which lingers to the present day

3. To sharpen the skill of reaching a conclusion from given statements

Introduction

Review the overall destruction of the former economic and political system of the South at the end of the Civil War. Emphasize especially the disfranchisement of the Confederates for the next decade.

Procedures

1. Review Freedmen's Bureau, scalawags, carpetbaggers, the election of Negro Senators and Congressmen, and the whole new political power of Negroes due to the Fourteenth and Fifteenth amendments.

2. Use the pictures from *Great Negroes, Past and Present* by R. L. Adams, pages 30-38, to introduce the new political leaders.

3. The teacher uses the exact words of the Fourteenth Amendment, Section 3, to show the class the denial of holding state and national office by Confederates after 1868.

4. Write the following syllogism on the board:

   a. The Negroes in the South, because of the Fourteenth and Fifteenth amendments and because of extensive disfranchisement of former Confederates, were politically powerful.
   b. The Ku Klux Klan initiated a way of undermining Negro political power.
   c. Therefore . . .
      (Former Confederates turned to the Klan to control Negro voting and power.)
      Discuss with the class to determine the validity and consistency of all three statements.

Summary

The teacher should attempt to have the class contribute to summarizing the Negro in the Reconstruction. Points to establish are:

1. The rise of Negro political power in the South as a result of former Confederates bearing arms against the United States and the Negroes gaining citizenship and voting power.

2. The illegal methods utilized by Southerners to reassert their former political influence.

3. The difficulties of the South today in race relations may be rooted in the Reconstruction Period.

Sample Lesson 4: George Peabody and Other Educational Philanthropists

Objectives

1. To evaluate with the class why Southern schools had to be privately supported in spite of the increase of public schools throughout the United States after 1880

2. To pay homage to men who, like George Peabody, devoted their money and energies to the education of Negroes

3. To consider the values of having better-educated generations of Southern Negroes

Introduction

After the Civil War and after Reconstruction, Negroes, especially in the South, were no longer slaves as before, but they were the first to be dismissed from jobs, last to be hired; were living in poverty; were poorly clothed, fed, and housed; were taught in segregated schools. Some men of vision cared and devoted vast sums of their money to help educate Negroes with the hope of developing a Negro leadership group that would work for the benefit of Negroes and all America. This lesson about such philanthropists should be taught at the end of Unit VI.

Procedures

1. Assign reports on the Julius Rosenwald Foundation; on aid to Negro schools in the South by John D. Rockefeller, by Andrew Carnegie, by William Baldwin, Jr., by Robert C. Ogden.

2. The teacher may present a lesson on George Peabody and the Peabody Education Fund.

3. Discuss with class:

   a. Why did philanthropists donate money to Negro schools in the South?
   b. Why did Southern areas not provide adequate educational opportunities for Negroes?
   c. What were the results for Negroes of this privately supported education?

Summary

Review the goals of the 1965 Elementary and Secondary Education Act as they affect the educational opportunities in poverty areas today, especially for the Negroes. Compare the anti-poverty program with earlier philanthropy.

Sample Lesson 5: The New Deal Measures and the Negro

Objectives

1. To review the New Deal measures and to emphasize which of these New Deal measures were especially important for Negroes and why

2. To show what benefits came to Negroes who were able to join the ranks of organized labor

3. To enumerate the laws passed since 1962 for achieving the Great Society and to evaluate these as a continuation of the New Deal

Introduction

Review the meanings of Great Depression, the New Deal, Great Society.

Procedures

1. The teacher prepares a sheet for each child on which there are columns and these headings:

Social Security Law of 1935	Low-Cost Housing	Civilian Conservation Corps
Wagner Labor Relations Act	Aid to Farmers: Bankhead-Jones Farm Tenant Act, 1937; Farm Security rehabilitation loans	The Great Society (1962-present)

2. Complete the work sheet above. The class and teacher develop each topic together, the teacher using the blackboard or overhead projector, the students using work sheets. Draw conclusions and summarize.

Summary

Assign a paragraph of eight sentences, supporting or attacking one of the following: Head Start, Elementary and Secondary Act, government loans to college students.

Sample Lesson 6: Civil Rights Organization

Objectives

1. To gain a knowledge of the activities and methods of civil rights groups

2. To develop skill in map interpretation

Introduction

The teacher reads to the class from page 101 of *The American Negro*, by Lulamae Clemons, Erwin Hollitz, and Gordon Gardner, the excerpt from one of President Kennedy's utterances on the current Negro protest movement.

Procedures

1. List the following words on the board and have the students give brief definitions: freedom rides, sit-ins, segregation, integration, freedom march, nonviolence, picket, de facto segregation, boycott, pray-ins, demonstration, moral crisis, redress, token moves, civil rights legislation.

2. Have the students indicate on desk outline maps of the United States the location, time, and nature of various nonviolent protest activities. The students can devise symbols to represent boycotts, sit-ins, freedom rides, and so forth. Pages 101-111 in *The American Negro* by Lulamae Clemons, Erwin Hollitz, and Gordon Gardner supply information for the map. Display the best maps on the bulletin board.

Summary

Have a student read aloud Dr. King's "Letter from Birmingham Jail," page 107-108, in the supplementary text, *The American Negro*, and lead the students in a discussion of the ideas contained in it. Probably nothing better expresses the feeling of the Negro protest movement.

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